

## USING TECHNOLOGIES IN TEACHING SOCIAL SCIENCES

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### ABSTRACT

Today, every teacher is looking for the most effective ways to improve the educational process, increase the interest of students. If the activity carried out by the child in the classroom is not significant for him, if he is bored and indifferent, then he cannot show his abilities. Teaching children to learn is the most important task of any teacher. The student must become the creator of his activity. Teachers build the educational process so that the child, making efforts, overcoming small difficulties, achieves results, then his role in learning will be active, and the result will be more joyful.

**Keywords:** educational process, pedagogical technology, learning process, personality characteristics, educational material.

### INTRODUCTION

The concept of "pedagogical technology" is broader than the concept of "teaching methodology". Technology answers the question - how best to achieve the goals of learning, managing this process. The technology is aimed at the consistent implementation in practice of a pre-planned learning process.

The design of pedagogical technology presupposes the choice of an optimal system of pedagogical technologies for specific conditions. It requires the study of individual personality characteristics and the selection of activities adequate to the age stage of development of students and their level of preparedness. By adaptive school, its authors, teachers E.A. Yamburg and B.A. Broide, understand a school that has technologies that allow it to adapt as much as possible, adapt to each student. At the same time, all students assimilate the educational material (standard). In the school of adaptive pedagogy, despite the fact that different categories of students study there, including children with special educational needs (gifted, in need of correctional and developmental training), the goal is to preserve the personality of the pupil under any circumstances of his life. Several classifications of pedagogical technologies are presented in the pedagogical literature - V.G.Gulchevskaya, V.T.Fomenko, T.I.Shamova and T. M. Davydenko. In the most generalized form, all the technologies known in pedagogical science and practice were systematized by G.K.Selevko. Below is a brief description of the classification groups compiled by the author of the system.

The prototype of such a school is the Mannheim system, which got its name from the name of the city of Mannheim, where it was first applied. It is characterized by the fact that, while maintaining a class-based system of organizing education, students, depending on their abilities, level of intellectual development and degree of training, were divided into classes into weak, medium and strong.

## MATERIAL AND METHODS

According to the level of application, there are general pedagogical, specific (subject) and local (modular) technologies.



1-picture: Evaluation of learning

On a philosophical basis: materialistic and idealistic, dialectical and metaphysical, scientific (scientist) and religious, humanistic and anti-human, anthroposophical and theosophical, pragmatic and existentialist, free education and coercion, and other varieties.

According to the leading factor of mental development: biogenic, sociogenic, psychogenic idealistic technologies. Today it is generally accepted that personality is the result of the combined influence of biogenic, sociogenic and psychogenic factors, but a specific technology can take into account or rely on any of them, consider it the main one.

In principle, there are no such mono-technologies that would use only one single factor, method, principle - pedagogical technology is always complex. However, due to its emphasis on one or another side of the learning process, the technology becomes characteristic and gets its name.

According to the scientific concept of assimilation of experience, there are: associative-reflex, behavioral, gestalt technologies, internalizing, developing. We can also mention the less widespread technologies of neuro-linguistic programming and suggestive ones.

Accents of goals:

- Formation of a positive Self-concept of students.
- Creation of a system of adaptive pedagogy.
- Creation of a system of multi-level differentiated training.
- Differentiated goals:
  - the trajectory of advanced (gymnasium-lyceum) education;
  - formation of a high educational background of gymnasium and lyceum classes; identification of the most capable and gifted children and creation of conditions for their development;
  - high-quality preparation of graduates for studying at universities, self-education and creative work;
  - trajectory of the basic standard: definition and optimization of the content of basic, regional and school components of education on the trajectory
  - trajectory of compensating learning: organization of various types of compensating learning; implementation of a personality-oriented approach individualization of learning, transition from differentiated to individualized learning; -psychological and pedagogical assistance to children subject to psychogenic school maladaptation, retention of every difficult child in the sphere of educational influence of the school.

## RESULTS

The school of adaptive pedagogy ensures mutual rapprochement, acceptance, compatibility of the child and the school. At the same time, the adaptation of the school to the child, to his age and individual characteristics is achieved by a system of differentiation of the educational process, providing for a variety of levels and options for the content and methods of education. The adaptation of a child to school is ensured by the fact that he is recognized as a subject of learning, indirectly influenced by his parents, as well as by the whole complex of social, economic, psychological and pedagogical support. If necessary, the school provides compensatory training, creating a rehabilitating space around the child, in which the shortcomings of school education, family upbringing are compensated, violations of working capacity and arbitrary regulation of activity are eliminated, and the physical and neuropsychiatric health of the child is strengthened. Adaptation of a graduate to life is carried out through a system of professional and social orientation, social hardening.

## DISCUSSION

According to the nature of the content and structure, technologies are called: teaching and educating, secular and religious, general education and professionally oriented, humanitarian and technocratic, various sectoral, private-subject, as well as mono-technologies, complex (polytechnic) and penetrating technologies.

In nanotechnology, the entire educational process is based on any one priority, dominant idea, concept, in complex - it is combined from elements of various mono-technologies. Technologies



whose elements are most often incorporated into other technologies and play the role of catalysts and activators for them are called penetrating.

#### **Leading conceptual ideas (principles) of the adaptive school:**

1. humanistic orientation of the school development program; democracy, social equality in education;
2. exclusion of social selection of children;
3. combination of adaptability and adaptive activity;
4. the principle of optimizing learning;
5. the principle of differentiation of education: division into basic
6. and additional, correctional and developmental and in-depth trajectories;
7. equality and complementarity of all branches of education;
8. pedagogical inversion (at different stages of child development basic and additional education are constantly changing places);
9. consideration of psychological patterns of personal development, diagnostic support of differentiation;
10. variety of methodological tools, maximum flexibility of the model;
11. social orientation, pedagogization of the environment.

#### **Target orientations:**

- The child's acquisition of his "I", self-determination.
- Providing a "test of strength" of the child in various types of cognitive, labor, artistic and creative, social and organizational, physical culture and sports activities,
- Mastering the range of compulsory subjects in this school
- The ability to express oneself in written and oral words, in literature.
- The idea of the society in which the child lives and his position in it (social studies).
- The ability to own your body (physical education).
- Labor training

The use of pedagogical technologies contributes to:

- formation of teaching motives, development of stable cognitive needs and interests of students;
- the development of productive methods and skills of academic work, the "ability to learn" of younger schoolchildren;
- disclosure of individual characteristics and abilities of children;
- development of self-control, self-organization and self-regulation skills;
- the formation of adequate self-esteem, the development of criticality towards oneself and others;
- assimilation of social norms, moral development of primary school students;
- development of communication skills with peers, establishment of strong friendly contacts.

## CONCLUSION

Pedagogical (educational) technology is a system of functioning of all components of the pedagogical process, built on a scientific basis, programmed in time and space and leading to the intended results. The subject of pedagogical technology is specific pedagogical interactions between teachers and students in any field of activity, organized on the basis of clear structuring, systematization, programming, algorithmization and standardization of methods and techniques of teaching and upbringing, using computerization and technical means. As a result, a stable positive assimilation of subject skills by children, the formation of socially valuable forms and behavioral habits is achieved.

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